Chapter 2 - 4:

From CHOICE WORDS

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| ***Page*** | ***Interesting Section of the Chapter*** | ***My Thoughts, Comments & Questions /***  ***Things I Want to Remember*** |
| 13 | Did anyone notice… | This seems like a nice way to introduce new specifics from the reading material that the children may have gone through, and it is nice that it can be done with any subject. For example, the student may have read a section in the social studies text but may have not understood all of the words/ideas. This activity is a chance for the students to learn many new things in an open environment. |
| 24 | That’s not like you | Treating bad behavior in a student as atypical can be something that would help foster the best behavior in someone. I just wonder how it would work with those who are far gone. Like the student I had in class who had an ankle bracelet from the police and yelled out to other across the class, ‘I’m gonna cut you, bitch!’ When they come in on day one like that, can I say “golly G-Money, that’s not like you.” |
| 33 | How are you planning to go about this? | ‘*planning means organizing for a productive narrative’* I like to plan ahead and I think it would be beneficial to teach students how to plan for writing a paper. It’s effective and the end product is so much more clear that if they did not take the time to do it. |